

Grade 2 Reading Pacing Guide  
Accomack County Public Schools

**First Nine Weeks**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
<b>Back to School</b>  <b>Foundations and Routines</b> <i>Found in the beginning of the Unit 1 and 2 Teachers Manuel</i>	<b>Foundations and Routines</b> <i>Found in the beginning of the Unit 1 and 2 Teachers Manuel</i>	<b>Foundations and Routines</b> <i>Found in the beginning of the Unit 1 and 2 Teachers Manuel</i>  <b>***Foundations and Routines can take anywhere from 14-20 days***</b>	(Unit 1) <u><b>Government at Work</b></u> <i>A City Park (page 4)</i> <i>Betsy's Battle Flag (page 5)</i> <i>Smoke Jumpers (page 8)</i>	(Unit 1) <u><b>Government at Work</b></u> <i>What Does a Police Officer Do? (page 16)</i> <i>Max and the Mayor (page 17)</i> <i>Our Government's Laws (page 18)</i>	(Unit 1) <u><b>Government at Work</b></u> <i>Ring the Bell (page 28)</i> <i>December 1776 (page 29)</i> <i>Getting a Message to Washington (page 30)</i>	(Unit 2) <u><b>Characters Facing Challenges</b></u> <i>Milo and the Dragon (page 4)</i> <i>Tales Around the World (page 5)</i> <i>Rough-Faced Girl (page 6)</i>	(Unit 2) <u><b>Characters Facing Challenges</b></u> <i>Crow Learns a Lesson (page 16)</i> <i>Since Hanna Moved Away (page 17)</i> <i>The Three Billy Goats Gruff (page 18)</i>	(Unit 2) <u><b>Characters Facing Challenges</b></u> <i>My Dragon wasn't feeling good (page 28)</i> <i>Two Men and a Bear (page 29)</i> <i>The Troll Returns (page 30)</i>
<b>Unit 1</b> <u><b>Government at Work</b></u> <b>Week 4</b> <b>2.7a</b> make and confirm predictions <b>2.5b</b> use knowledge of sentence structure to determine the meaning of unknown words <b>2.6d</b> discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. <b>2.6f</b> Use vocabulary from other content areas <b>2.7c</b> ask and answer questions <b>2.7e</b> identify the conflict and resolution <b>2.7h</b> draw conclusions based on the text		<b>Unit 1</b> <u><b>Government at Work</b></u> <b>Week 5</b> <b>2.7a</b> make and confirm predictions <b>2.5b</b> use knowledge of sentence structure to determine the meaning of unknown words <b>2.6d</b> discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. <b>2.6f</b> Use vocabulary from other content areas <b>2.7c</b> ask and answer questions <b>2.7e</b> identify the conflict and resolution <b>2.7h</b> draw conclusions based on the text <b>2.8d</b> set purpose for reading <b>2.8g</b> identify the main idea <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression <b>2.8c</b> use prior and background knowledge as context for new learning			<b>Unit 2</b> <u><b>Characters Facing Challenges</b></u> <b>Week 7</b> <b>2.6d</b> discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. <b>2.6e</b> use word-reference materials including dictionaries, glossaries, and indices <b>2.7d</b> describe characters, setting, and plot events in fiction and poetry <b>2.7f</b> identify the theme <b>2.7g</b> summarize stories and events with beginning, middle, and end in the correct sequence <b>2.7h</b> draw conclusions based on the text <b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy, and meaningful expression <b>2.8c</b> use prior and background knowledge as context for new learning.			<b>Unit 2</b> <u><b>Characters Facing Challenges</b></u> <b>Week 9</b> <b>2.6d</b> discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. <b>2.6e</b> use word-reference materials including dictionaries,

<p><b>2.8d</b> set purpose for reading</p> <p><b>2.8g</b> identify the main idea</p> <p><b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression</p> <p><b>2.8c</b> use prior and background knowledge as context for new learning</p> <p><b>2.4b</b> Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words</p>	<p><b>2.3c</b> blend and segment multisyllabic words at the syllable level</p>	<p><b>2.3c</b> blend and segment multisyllabic words at the syllable level</p>	<p>glossaries, and indices</p> <p><b>2.7d</b> describe characters, setting, and plot events in fiction and poetry</p> <p><b>2.7f</b> identify the theme</p> <p><b>2.7g</b> summarize stories and events with beginning, middle, and end in the correct sequence</p>
	<p style="text-align: center;"><b>Unit 1</b> <b><u>Government at Work</u></b> <b>Week 6</b></p> <p><b>2.7a</b> make and confirm predictions</p> <p><b>2.5b</b> use knowledge of sentence structure to determine the meaning of unknown words</p> <p><b>2.6d</b> discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.</p> <p><b>2.6f</b> Use vocabulary from other content areas</p> <p><b>2.7c</b> ask and answer questions</p> <p><b>2.7e</b> identify the conflict and resolution</p> <p><b>2.7h</b> draw conclusions based on the text</p> <p><b>2.8d</b> set purpose for reading</p> <p><b>2.8g</b> identify the main idea</p> <p><b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression</p> <p><b>2.8c</b> use prior and background knowledge as context for new learning</p> <p><b>2.3d</b> blend and segment multisyllabic words at the syllable level</p>	<p style="text-align: center;"><b>Unit 2</b> <b><u>Characters Facing Challenges</u></b> <b>Week 8</b></p> <p><b>2.6d</b> discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.</p> <p><b>2.6e</b> use word-reference materials including dictionaries, glossaries, and indices</p> <p><b>2.7d</b> describe characters, setting, and plot events in fiction and poetry</p> <p><b>2.7f</b> identify the theme</p> <p><b>2.7g</b> summarize stories and events with beginning, middle, and end in the correct sequence</p> <p><b>2.7h</b> draw conclusions based on the text</p> <p><b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</p> <p><b>2.8c</b> use prior and background knowledge as context for new learning.</p> <p><b>2.3c</b> blend and segment multisyllabic words at the syllable level</p>	<p><b>2.7h</b> draw conclusions based on the text</p> <p><b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</p> <p><b>2.8c</b> use prior and background knowledge as context for new learning.</p> <p><b>Phonics</b></p> <p><b>2.3c</b> blend and segment multisyllabic words at the syllable level</p>
			<p>Long vowels</p>

<b>Incorporate daily:</b> <b>2.7a</b> make and confirm predictions <b>2.7b</b> connect previous experiences to new texts. <b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy, and meaningful expression		 * Weekly fluency check: goal = 90% accuracy on 2 <sup>nd</sup> grade passage. * Student will read and demonstrate comprehension of fiction and non-fiction text.	

Grade 2 Reading Pacing Guide  
Accomack County Public Schools

**2<sup>nd</sup> Nine Weeks**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	
(Unit 3) <b>Plants and Animals in Their Habitats</b> <i>News About Scorpions</i> (pg. 4) <i>All the Penguins</i> (pg. 5) <i>The Coldest Place on Earth</i> (pg. 6)	(Unit 3) <b>Plants and Animals in Their Habitats</b> <i>A City Park Habitat</i> (pg.16) <i>A New Home For Margie</i> (pg. 17) <i>Habitats Around the World</i> (pg. 18)	(Unit 3) <b>Plants and Animals in Their Habitats</b> <i>Burt the Sea Turtle</i> (pg. 28) <i>The Monarch’s Journey</i> (pg. 29) <i>Lost in the Desert</i> (pg. 30)	(Unit 4) <b>Many Characters, Many Points of View</b> <i>The Boy Who Cried Wolf</i> (pg. 4) <i>Ferdinand Frog and the Flea</i> (pg. 5) <i>The Blind Men and the Elephant</i> (pg. 6)	(Unit 4) <b>Many Characters, Many Points of View</b> <i>A Good Switch!</i> (pg. 16) <i>Ira and Jeb</i> (pg. 17) <i>Stone Soup</i> (pg. 18)	(Unit 4) <b>Many Characters, Many Points of View</b> <i>Why Owls are Wise</i> (pg. 28) <i>Wind and Sun</i> (pg. 29) <i>The Stone Garden</i> (pg. 30)	(Unit 5) <b>Solving Problems Through Technology</b> <i>Anna Connelly: Inventor</i> (pg. 4) <i>Crazy Boys</i> (pg. 5) <i>A Woman with Vision</i> (pg. 6)	(Unit 5) <b>Solving Problems Through Technology</b> <i>A Colorful Invention</i> (pg. 12) <i>Eletelephony</i> (pg. 13) <i>Famous Inventors</i> (pg. 14)		
<b>Unit 3</b> <u><b>Plants and Animals in Their Habitats</b></u> <b>Week 1</b> <b>2.4a</b> use information and context clues in the story to read words <b>2.5b</b> use knowledge of sentence structure to determine the meaning of unknown words <b>2.6b</b> use knowledge of prefixes and suffixes <b>2.6c</b> use knowledge of antonyms and synonyms <b>2.6f</b> use vocabulary from other content areas <b>2.7f</b> identify the theme <b>2.7g</b> summarize stories and events with beginning, middle, and end in the correct sequence <b>2.8a</b> preview the selection using text features including table of contents, headings, pictures, captions, and maps <b>2.8f</b> identify the main idea <b>2.8g</b> draw conclusions based on the text <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression <b>2.7b</b> connect previous experiences to new texts <b>2.4b</b> Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words long vowels			<b>Unit 4</b> <u><b>Many Characters, Many Points of View</b></u> <b>Week 4</b> <b>2.6e</b> use word-reference materials including dictionaries, glossaries and indices <b>2.7a</b> make and confirm predictions <b>2.7d</b> describe characters, setting, and plot events in fiction and poetry <b>2.7f</b> identify the theme <b>2.7g</b> summarize stories and events with beginning, middle, and end in the correct sequence <b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy, and meaningful expression <b>2.8b</b> make and confirm predictions <b>2.8e</b> ask and answer questions using the text as support <b>2.4b</b> Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words r-controlled			<b>Unit 5</b> <u><b>Solving Problems Through Technology</b></u> <b>Week 7</b> <b>2.5a</b> use information and context clues in the story to read words <b>2.5b</b> use knowledge of sentence structure to determine the meaning of unknown words <b>2.6e</b> use word-reference materials including dictionaries, glossaries and indices <b>2.8f</b> identify the main idea <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression Use word-reference materials including dictionaries, glossaries and indices <b>2.3e</b> blend and segment multisyllabic words at the syllable level Vowel consonant-e and consonant-le			Pacing Adjustment & Benchmark Assessment
<b>Unit 3</b> <u><b>Plants and Animals in Their Habitats</b></u> <b>Week 2</b>			<b>Unit 4.</b> <u><b>Many Characters, Many Points of View</b></u> <b>Week 5</b> <b>2.6e</b> use word-reference materials including dictionaries,						

<p> <b>2.4a</b> use information and context clues in the story to read words  <b>2.5b</b> use knowledge of sentence structure to determine the meaning of unknown words  <b>2.6b</b> use knowledge of prefixes and suffixes  <b>2.6c</b> use knowledge of antonyms and synonyms  <b>2.6f</b> use vocabulary from other content areas  <b>2.7f</b> identify the theme  <b>2.7g</b> summarize stories and events with beginning, middle, and end in the correct sequence  <b>2.8a</b> preview the selection using text features including table of contents, headings, pictures, captions, and maps  <b>2.8f</b> identify the main idea  <b>2.8g</b> draw conclusions based on the text  <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression  <b>2.7b</b> connect previous experiences to new texts  <b>2.4b</b> Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words </p>	<p> glossaries and indices  <b>2.7a</b> make and confirm predictions  <b>2.7d</b> describe characters, setting, and plot events in fiction and poetry  <b>2.7f</b> identify the theme  <b>2.7g</b> summarize stories and events with beginning, middle, and end in the correct sequence  <b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy, and meaningful expression  <b>2.8b</b> make and confirm predictions  <b>2.8e</b> ask and answer questions using the text as support  <b>2.4b</b> Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words </p>	<p> <b>Unit 5</b>  <u><b>Solving Problems Through Technology</b></u>  <b>Week 8</b>  <b>2.5a</b> use information and context clues in the story to read words  <b>2.5b</b> use knowledge of sentence structure to determine the meaning of unknown words  <b>2.6e</b> use word-reference materials including dictionaries, glossaries and indices  <b>2.8f</b> identify the main idea  <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression  Use word-reference materials including dictionaries, glossaries and indices  <b>2.3e</b> blend and segment multisyllabic words at the syllable level </p>	
<p> <b>Unit 3</b>  <u><b>Plants and Animals in Their Habitats</b></u>  <b>Week 3</b>  <b>2.4a</b> use information and context clues in the story to read words  <b>2.5b</b> use knowledge of sentence structure to determine the meaning of unknown words  <b>2.6b</b> use knowledge of prefixes and suffixes  <b>2.6c</b> use knowledge of antonyms and synonyms  <b>2.6f</b> use vocabulary from other content areas  <b>2.7f</b> identify the theme  <b>2.7g</b> summarize stories and events with beginning, middle, and end in the correct sequence  <b>2.8a</b> preview the selection using text features including table of contents, headings, pictures, captions, and maps  <b>2.8f</b> identify the main idea  <b>2.8g</b> draw conclusions based on the text  <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression  <b>2.7b</b> connect previous experiences to new texts  <b>2.4b</b> Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words </p>	<p> <b>Unit 4.</b>  <u><b>Many Characters, Many Points of View</b></u>  <b>Week 6</b>  <b>2.6e</b> use word-reference materials including dictionaries, glossaries and indices  <b>2.7a</b> make and confirm predictions  <b>2.7d</b> describe characters, setting, and plot events in fiction and poetry  <b>2.7f</b> identify the theme  <b>2.7g</b> summarize stories and events with beginning, middle, and end in the correct sequence  <b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy, and meaningful expression  <b>2.8b</b> make and confirm predictions  <b>2.8e</b> ask and answer questions using the text as support  <b>2.4b</b> Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words </p>		

<b>Incorporate daily:</b> <b>2.8a</b> Make predictions and confirm predictions. <b>2.7b</b> connect previous experiences to new texts. <b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy, and meaningful expression		* Weekly fluency check: goal = 90% accuracy on 2 <sup>nd</sup> grade passage * Student will read and demonstrate comprehension of fiction and non-fiction text.	

Grade 2 Reading Pacing Guide Accomack County Public Schools								
Third Nine Weeks								
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
(Unit 5)	(Unit 6) <b>Tales to Live by</b>	(Unit 6) <b>Tales to Live by</b>	(Unit 6) <b>Tales to Live by</b>	(Unit 7)	(Unit 7) <b>Investigating the Past</b>	(Unit 7)	(Unit 8) <b>Wind and Water</b>	Pacing Adjustment

<b>Solving Problems Through Technology</b> <i>A Robot that Cleans</i> (pg. 24) <i>A Smart Pillow</i> (pg. 25) <i>Robots Go to School</i> (pg. 26)	<i>The Best Idea</i> (pg.4) <i>The Size of Kindness</i> (pg. 5) <i>Why the Sky Is Far Away</i> (pg. 6)	<i>Fox Gets Tricked</i> (pg.16) <i>The Lion and the Man</i> (pg. 17) <i>A Foxy Garden</i> (pg. 18)	<i>A Gift For Mom</i> (pg.28) <i>Try, Try Again</i> (pg. 29) <i>On One Wheel</i> (pg. 30)	<b>Investigating the Past</b> <i>A Look Back at Bell</i> (pg. 4) <i>Buffalo Dusk</i> (pg. 5) <i>The Oregon Trail</i> (pg. 6)	<i>A Gift to America</i> (pg. 12) <i>In the British Museum</i> (pg. 13) <i>Primary Sources</i> (pg. 14)	<b>Investigating the Past</b> <i>Newton and Gravity</i> (pg. 24) <i>An Exciting Day in San Francisco</i> (pg. 25) <i>A Dinosaur Named Sue</i> (pg. 26)	<b>Change Earth</b> <i>Volcano!</i> (pg. 4) <i>I Am Wind</i> (pg. 5) <i>Tornado</i> (pg. 6)	&  Benchmark Assessment
<b>Unit 5</b> <b><u>Solving Problems Through Technology</u></b> <b>Week 1</b> <b>2.5a</b> use information and context clues in the story to read words <b>2.5b</b> use knowledge of sentence structure to determine the meaning of unknown words <b>2.6e</b> use word-reference materials including dictionaries, glossaries and indices <b>2.8f</b> identify the main idea <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression Use word-reference materials including dictionaries, glossaries and indices <b>2.3e</b> blend and segment multisyllabic words at the syllable level			<b>Unit 6</b> <b><u>Tales to Live by</u></b> <b>Week 4</b> <b>2.3c</b> blend and segment multisyllabic words at the syllable level. <b>2.7c</b> ask and answer questions using the text for support <b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy , and meaningful expression <b>2.8c</b> use prior and background knowledge as context for new learning <b>2.8d</b> set purpose for learning <b>2.7b</b> connect previous experiences to new texts			<b>Unit 7</b> <b><u>Investigating the Past</u></b> <b>Week 7</b> <b>2.4c</b> decode regular multisyllabic words <b>2.6b</b> use knowledge of prefixes and suffixes <b>2.6c</b> use knowledge of antonyms and synonyms <b>2.7a</b> make and confirm predictions <b>2.8g</b> draw conclusions based on the text <b>2.8b</b> read and reread familiar texts with fluency, accuracy, and meaningful expression		
<b>Unit 6</b> <b><u>Tales to Live by</u></b> <b>Week 2</b> <b>2.3c</b> blend and segment multisyllabic words at the syllable level. <b>2.7c</b> ask and answer questions using the text for support <b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy , and meaningful expression <b>2.8c</b> use prior and background knowledge as context for new learning <b>2.8d</b> set purpose for learning <b>2.7b</b> connect previous experiences to new texts			<b>Unit 7</b> <b><u>Investigating the Past</u></b> <b>Week 5</b> <b>2.4c</b> decode regular multisyllabic words <b>2.6b</b> use knowledge of prefixes and suffixes <b>2.6c</b> use knowledge of antonyms and synonyms <b>2.7a</b> make and confirm predictions <b>2.8g</b> draw conclusions based on the text <b>2.8b</b> read and reread familiar texts with fluency, accuracy, and meaningful expression			<b>Unit 8</b> <b><u>Wind and Water Change Earth</u></b> <b>Week 8</b> <b>2.6c</b> use knowledge of prefixes and suffixes <b>2.5a</b> use information and context clues in the story to read words. <b>2.6f</b> use vocabulary from other content areas <b>2.7d</b> describe characters, setting, and plot events in fiction and poetry <b>2.8b</b> read and reread familiar texts with fluency, accuracy, and meaningful expression		
<b>Unit 6</b> <b><u>Tales to Live by</u></b> <b>Week 3</b>			<b>Unit 7</b> <b><u>Investigating the Past</u></b> <b>Week 6</b> <b>2.4c</b> decode regular multisyllabic words					

<b>2.3c</b> blend and segment multisyllabic words at the syllable level. <b>2.7c</b> ask and answer questions using the text for support <b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy , and meaningful expression <b>2.8c</b> use prior and background knowledge as context for new learning <b>2.8d</b> set purpose for learning <b>2.7b</b> connect previous experiences to new texts	<b>2.6b</b> use knowledge of prefixes and suffixes <b>2.6c</b> use knowledge of antonyms and synonyms <b>2.7a</b> make and confirm predictions <b>2.8g</b> draw conclusions based on the text <b>2.8b</b> read and reread familiar texts with fluency, accuracy, and meaningful expression	<b>2.8e</b> use prior and background knowledge as context for new learning <b>2.8e</b> ask and answer questions using the text for support <b>2.8g</b> draw conclusions based on the text	
<b>Incorporate daily:</b> <b>2.7a</b> make and confirm predictions <b>2.7b</b> connect previous experiences to new texts. <b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy, and meaningful expression	* Weekly fluency check: goal = 90% accuracy on 2 <sup>nd</sup> grade passage * Student will read and demonstrate comprehension of fiction and non-fiction text.		



Grade 2 Reading Pacing Guide  
Accomack County Public Schools

**Fourth Nine Weeks**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
(Unit 8) <b>Wind and Water Change Earth</b> <i>How a Mountain Changes</i> (pg. 16) <i>Hans Saves the Village</i> (pg. 17) <i>Earth's Changes</i> (pg. 18)	(Unit 8) <b>Wind and Water Change Earth</b> <i>Beautiful Sand Dunes</i> <i>Surf Haven</i> (pg. 28) <i>Fishing in the Desert</i> (pg. 29) <i>Debates Its Future</i> (pg. 30)	(Unit 9) <b>Buyers and Sellers</b> <i>From Tree to Baseball Bat</i> (pg. 4) <i>Fresh From the Market</i> (pg. 6)	(Unit 9) <b>Buyers and Sellers</b> <i>Juice in Your Glass</i> (pg. 16) <i>From Pine Tree to Pizza Box</i> (pg. 18)	(Unit 9) <b>Buyers and Sellers</b> <i>Market Day</i> (pg. 28) <i>The Paper Dinosaurs</i> (pg. 30)	(Unit 10) <b>States of Matter</b> <i>Soap Shapes</i> (pg. 4) <i>The Art of Origami</i> (pg. 6)	(Unit 10) <b>States of Matter</b> <i>A Solar-Powered Solution</i> (pg. 16) <i>Changing Matter</i> (pg. 18)	(Unit 10) <b>States of Matter</b> <i>Old Faithful</i> (pg. 28) <i>How Mount Rushmore Was Made</i> (pg. 30)	Pacing Adjustment & Benchmark Assessment
<b>Unit 8</b> <b><u>Wind and Water Change Earth</u></b> <b>Week 1</b> <b>2.6c</b> use knowledge of prefixes and suffixes <b>2.5a</b> use information and context clues in the story to read words. <b>2.6f</b> use vocabulary from other content areas <b>2.7d</b> describe characters, setting, and plot events in fiction and poetry <b>2.8b</b> read and reread familiar texts with fluency, accuracy, and meaningful expression <b>2.8c</b> use prior and background knowledge as context for new learning <b>2.8e</b> ask and answer questions using the text for support <b>2.8g</b> draw conclusions based on the text			<b>Unit 9</b> <b><u>Buyers and Sellers</u></b> <b>Week 4</b> <b>2.4c</b> decode regular multisyllabic words <b>2.5a</b> use information and context clues in the story to read words <b>2.5b</b> use knowledge of sentences structure to determine the meaning of unknown words <b>2.7c</b> ask and answer questions using the text for support <b>2.8b</b> make and confirm predictions <b>2.8d</b> set purpose for reading <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression			<b>Unit 10</b> <b><u>States of Matter</u></b> <b>Week 7</b> <b>2.6d</b> discuss meanings of words and develop vocabulary by listening to and reading a variety of texts. <b>2.8c</b> ask and answer questions using the text for support <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression		

<p style="text-align: center;"><b>Unit 8</b> <b><u>Wind and Water Change Earth</u></b> <b>Week 2</b></p> <p><b>2.6c</b> use knowledge of prefixes and suffixes  <b>2.5a</b> use information and context clues in the story to read words.  <b>2.6f</b> use vocabulary from other content areas  <b>2.7d</b> describe characters, setting, and plot events in fiction and poetry  <b>2.8b</b> read and reread familiar texts with fluency, accuracy, and meaningful expression  <b>2.8c</b> use prior and background knowledge as context for new learning  <b>2.8e</b> ask and answer questions using the text for support  <b>2.8g</b> draw conclusions based on the text</p>	<p style="text-align: center;"><b>Unit 9</b> <b><u>Buyers and Sellers</u></b> <b>Week 5</b></p> <p><b>2.4c</b> decode regular multisyllabic words  <b>2.5a</b> use information and context clues in the story to read words  <b>2.5b</b> use knowledge of sentences structure to determine the meaning of unknown words  <b>2.7c</b> ask and answer questions using the text for support  <b>2.8b</b> make and confirm predictions  <b>2.8d</b> set purpose for reading  <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression</p>	<p style="text-align: center;"><b>Unit 10</b> <b><u>States of Matter</u></b> <b>Week 8</b></p> <p><b>2.6d</b> discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.  <b>2.8c</b> ask and answer questions using the text for support  <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression</p>	
<p style="text-align: center;"><b>Unit 9</b> <b><u>Buyers and Sellers</u></b> <b>Week 3</b></p> <p><b>2.4c</b> decode regular multisyllabic words  <b>2.5a</b> use information and context clues in the story to read words  <b>2.5b</b> use knowledge of sentences structure to determine the meaning of unknown words  <b>2.7c</b> ask and answer questions using the text for support  <b>2.8b</b> make and confirm predictions  <b>2.8d</b> set purpose for reading  <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression</p>	<p style="text-align: center;"><b>Unit 10</b> <b><u>States of Matter</u></b> <b>Week 6</b></p> <p><b>2.6d</b> discuss meanings of words and develop vocabulary by listening to and reading a variety of texts.  <b>2.8c</b> ask and answer questions using the text for support  <b>2.8h</b> read and reread familiar texts with fluency, accuracy, and meaningful expression</p>		
<p><b>Incorporate daily:</b>  <b>2.7a</b> make and confirm predictions  <b>2.7b</b> connect previous experiences to new texts.  <b>2.7i</b> read and reread familiar stories and poems with fluency, accuracy, and meaningful expression</p>		<p>* Weekly fluency check: goal: 90% accuracy on 2<sup>nd</sup> grade passage  * Student will read and demonstrate comprehension of fiction and non-fiction text.</p>	